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ABSTRACT

A brief description of Israel (physical setting, population, society and culture, economy, politics, and communications) and its educational system introduce a description of Everyman's University. Everyman's University is a nontraditional institution offering postsecondary education by extension to a nontraditional college population. Elements of its history, purposes, organization, academic offerings, and resources are outlined, with brief narrations. These categories are included: origins: intended clientele: entry qualifications: degree programs: media and methods of instruction (correspondence study, television, radio, audio cassettes, home experiment kits, syllabi, and study centers): methods of course creation, production, and distribution: student admission, registration, and records procedures: facilities: student financial aid: assessment and examination models and procedures, including special instructions on the awarding of credit: institutional organization and administration: academic, financial, and policy control mechanisms: staff and budget: and plans for development. Appended are data on courses offered, student characteristics, registration, persistence, and organizational charts. (MSE)

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THE OPEN UNIVERSITY

CENTRE FOR INTERNATIONAL COOPERATION AND SERVICES

The Everyman's University, Israel

A Case-Study in Distance Learning Systems

THE EVERYMAN'S UNIVERSITY, ISRAEL

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David Seligman

January 1979

EVERYMAN'S UNIVERSITY, ISRAEL

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PART A: The Country

Physical Setting

1. Israel is a small country of about 20,700 square kilometres. It is situated on the eastern shore of the Mediterranean. It has a varied topography which includes the Coastal Plain, unindented with the exception of the port of Haifa, rises slowly to the east to the Hills of Judea and then falls to the West Bank of the Jordan, The Dead Sea and the Judean Desert. The north, bordering on Lebannon and the Coastal Plain, is cultivated while the south, called the Negev is desert.

2. The north is a sub-tropical wet zone; the south, a mid-tropical arid zone. Most rainfall occurs between December to February. The mean annual temperature in the coastal region is 21°C (eg. Tel Aviv) and about 3°C lower in Jerusalem. Snow falls regularly in the mountains of upper Galilee, while during summer, temperatures rise to 45°C in the Jordan Valley; 38°C in the Coastal Plain.

Population

3. In 1977 the population was approximately 3.3 million. This figure is made up of:

3.1 million	Israeli Jews
500,000	Israeli Arabs (mainly Moslem)
50,000	and others

The post-1967 administered territories of the West Bank and Gaza hold about 1.1 million Arabs. Of the 3.1 million Israeli Jews, those of Asian and African origin slightly outnumber those of Western and European descent.

4. 61% of the population occupies 11% of the landspace - the coastal strip between Haifa and Ashdod. The Negev with 65% of the land space is largely desert and holds less than 7% of the population. Less than 3% live in the Kibbutzim, the collective farms.

Society and Culture

5. Throughout the centuries of their dispersion from the Land of Israel, the Jews, in their religious life, have always prayed for their 'return to Zion'. Up to about 1850, the return was

accomplished by a small number, for religious reasons. From 1850 the idea of a national return grew with the development of Zionism and the impetus of the Balfour Declaration in 1917.

6. As Jewish immigration increased and fears that they would be 'taken over' grew, the period between the wars was punctuated with riots as the Jewish population established itself. There was an increase of immigration of Jews escaping from Nazi Germany preceeding World War II.

7. After the War, in 1947, the British Mandate ended. Palestine was partitioned by the United Nations between the Arabs and the Jews in 1948. The new state, Israel, survived the war that followed. Many Arabs fled to the areas of the West Bank, the Gaza Strip and surrounding Arab lands. By the "Law of Return", passed immediately on the establishment of the State, which stipulated that any Jew wishing to settle in Israel could do so, many Jews from Europe, North Africa and the Arab countries, came to Israel.

8. The Jewish population in 1947 was 600,000; by 1957, this had grown to 1,976,000. While many of the new immigrants from Europe were reasonably and even well educated, many from North Africa and the Arab countries came from socially and educationally backward communities.

9. A major unifying factor was the rebirth of Hebrew as a spoken, rather than a liturgical, language. It is now used in Israel for all purposes, and is the medium of instruction in all education. Arab schools continue to teach mainly in Arabic.

10. There were further wars in 1956; in 1967 and 1973. Since 1967 the West Bank, bordering on Jordan; the Golan Heights, bordering on Syria; the Gaza Strip and the Sinai Desert, bordering on Egypt, are administered by Israel.

11. Palestine is the Holy Land for Christians, Moslems and Jews. The events of its history, both religious and political, make it a sensitive area for discussion and study. Although there are major problems affecting the nations of the area, there is, in the late 1970's, at least a glimmer of hope for peace, that will allow Israel and its neighbours to develop and prosper.

The Economy

12. Israel is largely self sufficient in food, though some grain and meat are imported. Agriculture is the major source of export revenue with the bulk of the 150 million dollars earned in 1971 coming from citrus, other fruit, vegetables and flowers.

13. Natural resources are limited, Despite being surrounded by oil rich neighbours, Israel's fields only supply 5% of its needs. There are extensive deposits of chemicals, including magnesium and potash, in and around The Dead Sea, some copper at Timna (Solomons mines) near Eilat but little else. Water resources are limited but what there is, is carefully controlled.

14. There is a thriving industry based on imported raw materials. The main products sold abroad are diamonds (re-exported after polishing), textiles, chemicals, fertilisers, tyres, electrical equipment, cement and pharmaceuticals. However, there is an unfavourable balance of trade.

15. The maximum development of existing resource is helped by investment capital supplied by Jewish communities in America and Europe and by the American Government. The cost of defence places a great burden on the economy and the isolation of the country from its natural markets in neighbouring Arab States makes the expansion of exports difficult.

16. In the absence of great natural resources the future prosperity of the country will depend on the ingenuity and on the technical and education skills of the people. The importance of a highly developed and sophisticated education system is clear.

17. High inflation (with full employment) has been a constant fact of life. Housing is expensive with little rented accommodation available. Transport and communications services are good with an extensive road system.

18. On reaching the age of 18, most Israeli's are called up to the army - men for 36 months, women for 24 months. After their national service, men and women with no children are in the reserves until the ages of 55 and 34 respectively. Until they are 40 men report for 31 days service annually, (but this can be longer

in times of emergency), and from then on, until they are 55, for 14 days. Call-up for reserve duty can be on very short notice. All this has implications on the point of entry into the labour force and higher education, and on the ability of the working person to undertake part-time study.

The Political Situation

19. Israel is a politically democratic state. Supreme authority rests with the Knesset, a unicameral legislative assembly of 120 members elected by universal suffrage on a system of proportional representation.

20. From 1948 until 1977, the Israel Labour Party (Mapai) with the backing of the Trade Union Congress (Histradut), in coalition with other parties, was in power. In 1977 the Likud, a group of parties of the centre, right and the religious parties won power.

21. Israelis feel free to express themselves on all political topics without reserve. There is a powerful independent press, covering the whole political spectrum, often severely critical of the government of the day; and an effective judicial system.

22. Israeli Arabs have the same rights as all other citizens except that they do not do army service. There have been Arab members of the Knesset since the establishment of the State.

Communications

23. There is an efficient bus service serving the whole country, a rail system joining the major centres and many private cars. There are internal air flights and Israel has major international air and sea carriers. Postal services are reasonably good and there is a fully automatic telephone service.

24. There is one television channel, transmitting in monochrome, with colour capability. Radio is broadcast on several channels. Broadcasting is under the control of the Israel Broadcasting Authority (Shidurei Israel). The army has its own radio programme.

25. Educational broadcasts are transmitted on the national channel. Educational TV, to schools, vocational programmes and some Everyman's University programmes are produced by the Instructional Television Centre.

PART B: The Education System

26. The objectives of the educational system are twofold:

1) to integrate into one society the Jews from many different backgrounds and

2) to produce a population of well educated and technically competent people.

27. There is also a strong religious objective supported by the orthodox minority. The religious stream within the State educational system is self-contained and its curriculum differs from those of the rest of the system.

28. The Ministry of Education is responsible for educational planning up to the higher education level. The National Council for Higher Education is supposed to regulate university growth and development, but in practice the universities have been virtually autonomous. However, a body similar to the British University Grants Committee has recently been established which might make more rational development planning possible.

29. The education system is centralised with the Ministry having wide responsibilities covering curricula, educational experiments, administration of examinations, appointment of teachers to elementary schools and so on. Local authority responsibility is largely restricted to construction and maintenance of buildings, supply of equipment and the provision of auxiliary services.

30. More money is spent on education in Israel than in any other area save defence ; the total amounts to 6% of the gross national budget. More than two thirds of this money is provided by the Treasury to the Ministry of Education and the rest comes from local authorities and private sources. Proportionally more money is invested in elementary than in secondary education.

Schools

31. The majority of Israeli women have full time jobs so that the percentage of children aged 3 and 4 attending nursery school is high. At age 5 one year pre-primary education is compulsory.

32. The primary/elementary schools take children from the age of 6 to 14. At age 13 an examination (Seker) is taken which provides

an indication for the type of secondary education the child will attend. Junior High Schools (Hativat Benaim) are gradually being introduced which will take children from age 11 to 15.

33. There are three secondary strands: Academic; Vocational: Agricultural. Children who successfully complete the 'Seker' go on to the academic stream and pupils are also received from the Junior High Schools. At age 16/17 the school Leaving Certificate Examination (Bagrut) is taken in about 6 subjects. The results of Bagrut determine university entrance. There is a wide variety of vocational schools preparing students for work in trades and business. In addition to the full-time vocational schools there are a number of schools offering evening classes to children who have left school at the age of 15. Most of the agricultural schools are boarding schools. Secondary education is fee paying but there is a system of grants to help those who need it.

34. There is a separate trend for religious education within the State system. The religious schools are under the direction of a Religious Education Department in the Ministry of Education. They offer basically the same curriculum as the State schools but with a higher proportion of religious subjects. 24.9% of children attend elementary and secondary religious schools.

35. On the establishment of the State the Kibbutz school system became part of the ordinary state system. Kibbutz children are expected to stay at school until age 18. Originally the system approved examinations but there has been a change in attitude and some Kibbutz children now take the Bagrut examination.

36. In Arab areas instruction is in Arabic and the curriculum does not include Bible Studies and Hebrew Literature. Under the Mandate Arab education, but not Jewish, was the responsibility of the British, and a separate 'system' developed. In 1947 60% of boys and 20% of girls attended elementary schools. Now almost all the boys and 80% of the girls attend full-time education. Secondary schools have been built and an Arab Teacher Training College established.

Teacher Training

37. In the 1950's, during the period of intensive immigration there was a shortage of teachers and the number of teacher training colleges

grew to 20, having between them about 5,000 students. Current policy is to cut the number of colleges down to about 10. Women make up the majority of students at the colleges whose graduates usually teach in the elementary schools. The majority of teachers in secondary schools come from the universities. After their degree students take a special course for teachers which corresponds to the post-graduate certificate course at British Universities.

Higher Education

38. There are 7 university institutions in Israel. Six of them have undergraduate students; the seventh, the Weizmann Institute, is a research institution where only post-graduate teaching is undertaken. The total number of students at the 7 institutions is 50,000. More than one fifth of the students are post-graduates. It is currently the policy in all the universities to increase the number of post-graduate students while attempting to maintain undergraduate numbers at something like their present size.

Hebrew University (Founded 1925)

This is the largest and best-known of the Israeli universities. Many of its scholars are internationally known. It has 16,000 students and 1,700 staff.

Technion (Founded 1913)

The Technion is the oldest institution of higher education in Israel. It was founded to provide higher education in technical subjects as its name suggests and is, today, Israel's most important institution for higher education in engineering and technology. There are 8,000 students and 1,500 staff.

Tel Aviv University (Founded 1955)

This is the fastest-growing institution of higher education in Israel and perhaps the most dynamic. It has currently 14,000 students and 2,000 staff.

Bar Ilan University (Founded 1957)

Bar Ilan was founded in 1957 to provide academic education for students from religious backgrounds. It is the only sectarian institution of higher education in the country. It has 5,000 students and 850 staff.

Haifa University (Founded 1963)

Haifa University offers courses in humanities, education and social sciences and corresponds in some ways to an American liberal arts college. It has 3,500 students and 525 staff.

Beersheva University (Founded 1967)

This is the most recent academic foundation in Israel and has so far 2,000 students and 675 staff. The Government is anxious to develop Beersheva and the south of the country and for this reason generous help has been given to the university and a very large campus is being constructed.

Weizmann Institute (Founded 1934)

The Weizmann Institute is an internationally orientated institution which seeks to maintain the highest standards. Some post-graduate teaching is done but the real importance of the institute is in its research programme, much of which is highly theoretical. The academic staff of the Weizmann Institute number 400 including visiting staff from abroad.

39. Everyman's University (Ha'Universita Ha'Petucha = The Open University) will be dealt with in Section C. (p. 23)

The Education System in Operation

40. The educational system in Israel is on the whole efficient. There are problems but the majority of young people leaving school are fully literate, employable and able to take their place in society.

41. The great divide is between Israelis of European origin and those from the Eastern Communities (Edot Hamizrach). To alleviate the situation the government has taken a number of measures which include: special provision in development towns where many of these immigrants are to be found; a system of scholarships to cover the cost of secondary education; remedial programmes especially in mathematics and technical subjects; help from the Army Education Service, especially in the area of literacy.

42. The teaching profession is well organised with a strong Teachers Union. Teacher qualifications are as follows:

Graduates	11,000
2/3 Year Teacher Training	16,000
Other Qualifications	9,000
Unqualified	3,000

The unqualified teachers did short courses during the bulge of the 1950's. They have security of tenure and protection from the Union and cannot be removed.

43. There is an elaborate system of in-service training for teachers. As is usual in many countries the interested and better teachers attend these courses while those for whom they are often intended ignore their existance and are often unaware of new developments and innovations.

Educational Broadcasting and Technology (see also para. 25)

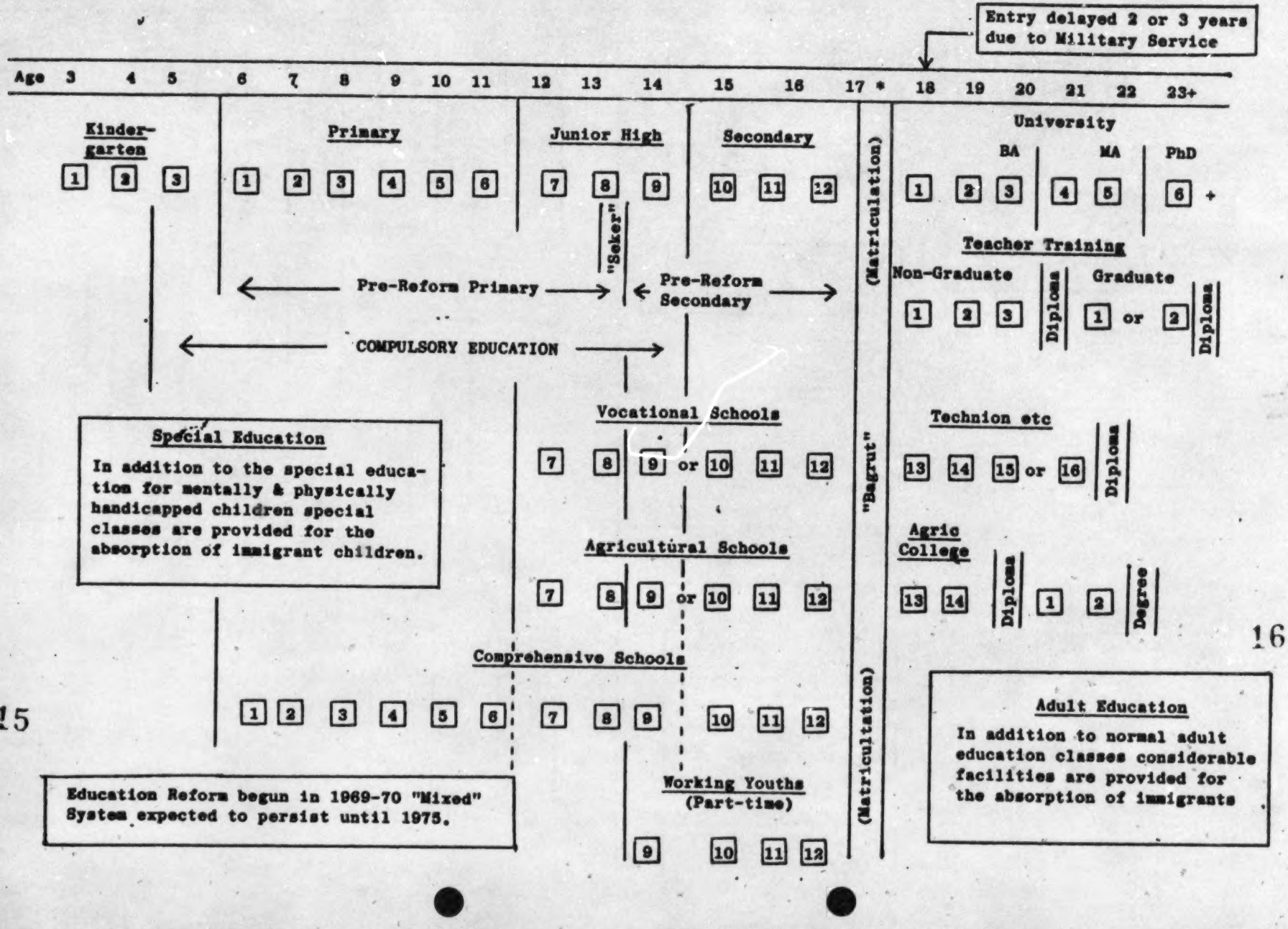
44. The Instructional Television Centre (Hamerkaz Letelevizia Limudit) was initially funded by the Rothschild Foundation but is now within the Ministry of Education. The braodcasts it has produced for schools, over a range of subject areas, has been well received. It is planning to expand its operation (1979) into adult education and co-operation for production with Everyman's University. Transmission is via the broadcasting authorities single TV channel.

45. Educational radio programmes are produced and transmitted by the Israel Broadcasting Authority in co-operation with the Ministry of Education.

46. The Centre for Educational Technology (Hamerkaz Letechnologia Chinuchit) also funded by the Rothschild Foundation, is now linked closely with Everyman's University. It is doing some interesting experimental work and has made some progress in computer assisted learning.

APPENDIX A

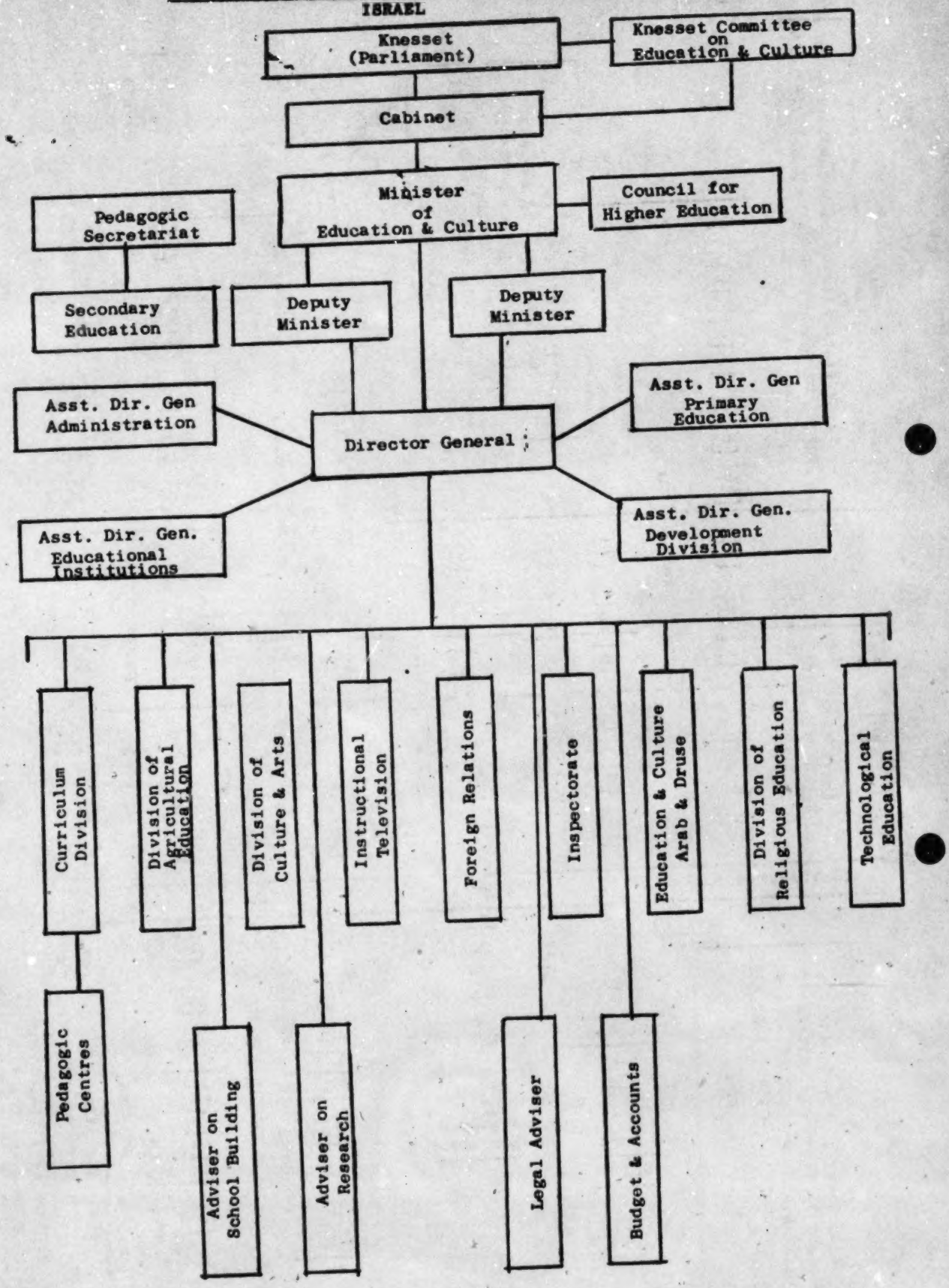
The Educational System - Israel



APPENDIX B

Administrative Structure - Education System

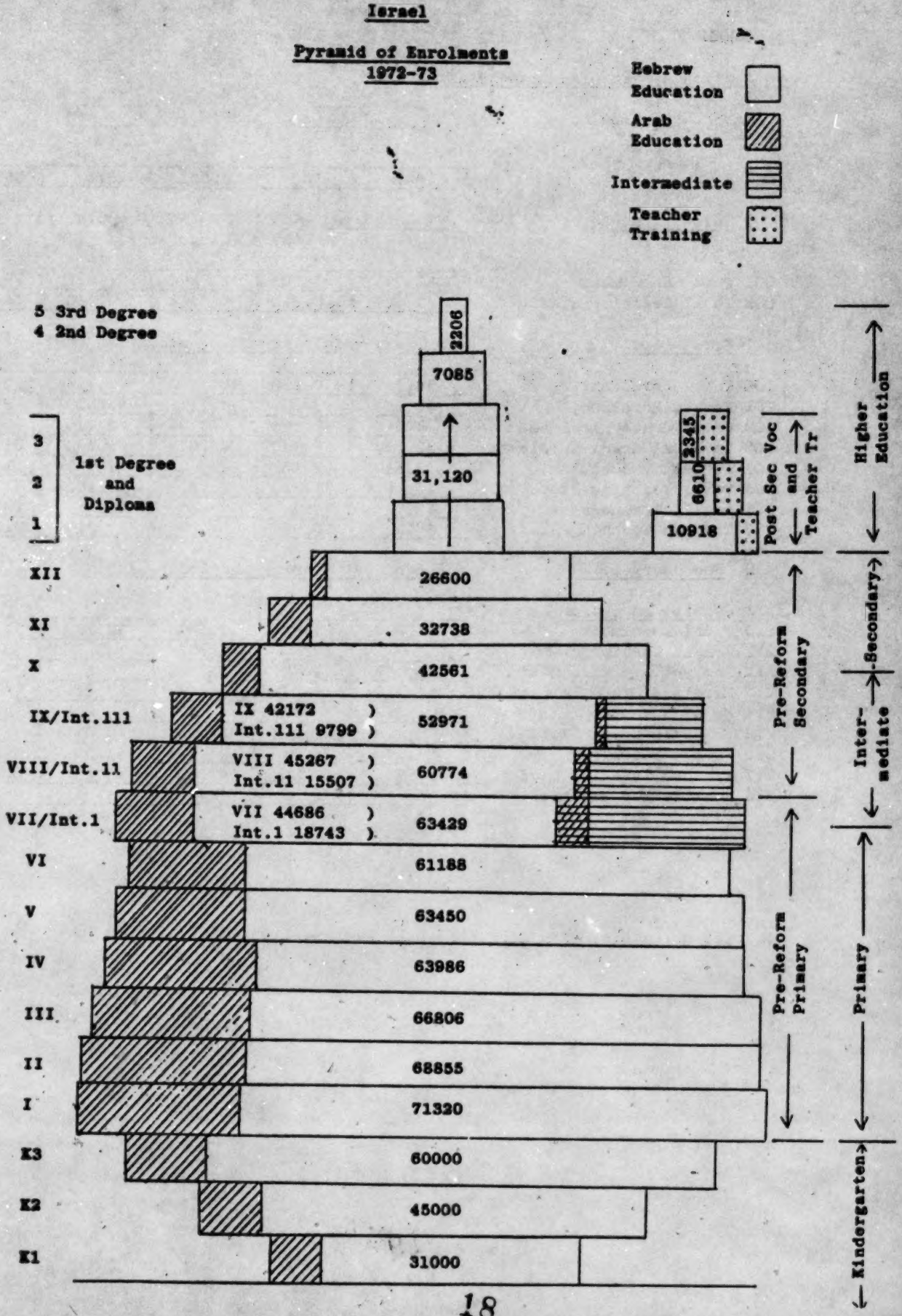
ISRAEL



APPENDIX C

Israel

Pyramid of Enrolments 1972-73



APPENDIX D

SUMMARY OF KEY EDUCATION STATISTICS

ISRAEL

Section A Enrolment and Staff

School Year Begins 1 September and ends 30 June

	1960	1965	1970	1971	1972
0 Below First Level	Kindergarten Age 3 & 4 (Non-Compulsory) Age 5 (Compulsory)				
001 Total Enrolment	82,973	93,108	121,879	121,859	129,950
002 Total Teaching Staff	2,544	2,860	3,988	4,210	4,432
1 First Level	Primary and Intermediate etc.				
100 Total Enrolment	414,757	470,490	495,668	501,288	511,369
101 Female Enrolment	48.1%	48.6%	49.1%	49.3%	49.4%
102 Entry Grade Enrolment	54,646	57,665	60,131	64,770	69,410
103 Terminal Grade Enrolment	22,336	36,143	46,417	49,530	52,644
104 Number of Schools	1,640	1,632	1,704	1,828	1,882
105 Total Teaching Staff	18,081	21,253	28,211	29,143	31,463
106 Female Teachers	*70%	*71%	72.3%	74%	76%
107 Trained Teaching Staff	*60%	70.9%	84.4%	87.3%	91%
2 Secondary Level	Secondary, Evening and Continuation				
21 General Education					
210 Total Enrolment	37,287	61,816	74,508	72,289	70,030
211 Female Enrolment	57.1%	57.6%	54.3%	54%	53.8%
212 Entry Grade Enrolment	15,472	27,403	36,626	38,141	39,656
213 Terminal Grade Enrolment	6,720	15,476	21,038	22,081	23,125
214 No of Schools	213	312	333	328	322
215 Total Teaching Staff	4,809	8,982	12,657	13,051	13,613
216 Female Teachers	24.1%	34.0%	42.3%	43.5%	44.7%
217 Trained Teaching Staff	*30%	42.2%	47.2%	49.1%	53.6%
218 Non-Citizen Teachers	(a)	(a)	(a)	(a)	(a)

* Estimated

(a) Not definable, High incidence Dual Nationality

MO

Section A (continued)

	1960	1965	1970	1971	1972
22 Vocational Education	**Vocational, Agricultural etc**				
220 Total Enrolment	16,734	35,056	59,049	63,929	68,809
221 Female Enrolment	29.3%	37.0%	43.8%	45.3%	46.1%
222 Entry Grade Enrolment	5,549	11,685	19,713	21,309	22,936
223 Terminal Grade Enrolment	3,347	7,011	11,810	12,801	13,962
224 No of Institutions	91	202	305	324	337
225 Total Teaching Staff	(b)	(b)	(b)	(b)	(b)
226 Female Teachers	24.1%	34.0%	42.3%	43.5%	44.7%
227 Trained Teaching Staff	*30.0%	42.2%	47.2%	49.0%	53 0%
228 Non-Citizen Teachers	(a)	(a)	(a)	(a)	(a)
23 Teacher Education	**Teacher Education Prep. Classes**				
230 Total Enrolment	3,057	4,080	3,929	3,535	3,142
231 Female Enrolment	84.6%	85.2%	83.4%	82.2%	81.4%
232 Entry Grade Enrolment	(c)	(c)	(c)	(c)	(c)
234 No of Institutions	0	0	13	11	11
235 Total Teaching Staff	(b)	(b)	(b)	(b)	(b)
236 Female Teaching Staff	84.4%	84.0%	82.3%	83.5%	81.4%
237 Trained Teaching Staff	30.0%	42.2%	47.2%	49.1%	53.0%
238 Non-Citizen Teachers	(a)	(a)	(a)	(a)	(a)
3 Third Level					
310 Total Enrolment	9,275	17,178	33,383	36,320	40,411
311 Female Enrolment	25.0%	34.2%	43.9%	43.1%	43.1%
312 No of Institutions	4	6	7	7	7
313 Total Teaching Staff	1,531	2,628	5,976	6,787	7,315
314 Non-Citizen Staff	(a)	(a)	(a)	(a)	(a)
32 Teacher Education	**Teacher Training Colleges**				
320 Total Enrolment	3,198	5,166	5,453	5,091	5,381
321 Female Enrolment	86.9%	85.4%	88.7%	87.9%	88.8%
322 No of Institutions	30	48	41	41	38
323 Total Teaching Staff	738	1,245	1,068	1,137	1,258
324 Non-Citizen Teachers	(a)	(a)	(a)	(a)	(a)

* Estimated

(a) Not Definable due to complication of dual nationality. True Non-Citizen Teachers less than 0.1%

(b) Included in 215.

(c) Breakdown not available

Section A (continued)

	1960	1965	1970	1971	1972
33 Other Third Level Education					
330 Total Enrolment	N	N	N	N	N
331 Female Enrolment	0	0	0	0	0
332 No of Institutions	N	N	N	N	N
333 Total Teaching Staff	E	E	E	E	E
334 Non-Citizen Staff	-	-	-	-	-

4. All Other Education

Supplementary Training Courses, Ulpanim etc

400 Total Enrolment	241,538	26,489	29,348	30,066	35,019
401 Total Teaching Staff	(c)	(c)	(c)	(c)	(c)

(c) Breakdown not available

Section B. Expenditure on Education by Central Government

Financial Year begins 1st April and ends 31st March

Expenditure

IL Millions

	1960	1965	1970	1971	1972
500 Total public recurrent expend (ie all ministries)	1514.7	3676.0	9994.4	12,455.5	16.488.7
501 Total public recurrent expend on education	11,118	254.0	479.0	586.4	816.9
of which					
511 Below First Level	4.4	10.0	15.4	18.8	(c)
512 First Level	51.3	116.6	239.5	272.7	(c)
513 All Second Level	5.1	11.6	23.1	26.0	(c)
514 Second: General	0.8	1.9	2.1	2.3	(c)
515 Second: Vocational	4.3	9.7	20.9	23.7	(c)
516 Second: Teacher Educ	(a)	(a)	(a)	(a)	(c)
517 All Third Level	4.3	7.5	17.1	19.5	(c)
518 Third: Degree	4.3	7.5	17.1	19.5	(c)
519 Third: Teacher Educ	(b)	(b)	(b)	(b)	(c)
520 Third: Other	Nil	Nil	Nil	Nil	(c)
521 All Other Education	1.3	3.0	5.2	5.8	(c)
522 Central Administration	5.3	12.0	27.9	31.9	(c)

(a) Compounded with Vocational above
(b) Compounded with Third: Degree above
(c) Breakdown not available

APPENDIX E

Basic Education Statistics

1. Enrolments in the System.

(a) Kindergarten.

K1	Age 3 (Non Compulsory)	31,000
K2	Age 4 (Non Compulsory)	45,000
K3	Age 5 (Compulsory)	60,000
	Total	136,000

(b) Schools.

Arab Education

Stage	Boys	Girls	Total
I	8,740	7,741	16,481
II	8,473	7,552	16,025
III	8,145	7,420	15,565
IV	7,568	6,717	14,285
V	7,487	6,182	13,669
VI	6,454	5,071	11,525
VII	5,563	4,217	9,780
VIII	4,768	3,262	8,030
IX	3,310	2,237	5,547
X	1,951	1,029	2,980
XI	1,479	725	2,204
XII	1,176	523	1,699
XIII	-	-	-
XIV	-	-	-
Total	65,114	52,676	117,790

Hebrew Education

Stage	Boys	Girls	Total
I	27,839	26,994	54,833
II	26,849	25,981	52,830
III	26,098	25,143	51,241
IV	25,421	24,280	49,701
V	25,336	24,445	49,781
VI	25,259	24,404	49,663
VII	27,144	26,305	53,649
VIII	26,959	25,785	52,744
IX	23,096	24,328	47,424
X	18,583	20,999	39,581
XI	13,899	16,635	30,534
XII	11,397	13,504	24,901
XIII	1,024	328	1,352
XIV	272	106	378
Total	279,176	279,237	558,413

Total

Stage	Boys	Girls	Total
I	36,579	34,735	71,314
II	35,322	33,533	68,855
III	34,243	32,563	66,806
IV	32,989	30,997	63,986
V	32,823	30,627	63,450
VI	31,713	29,475	61,188
VII	32,707	30,522	63,229
VIII	31,727	29,047	60,774
IX	26,406	26,565	52,971
X	20,534	22,028	42,562
XI	15,378	17,360	32,738
XII	12,573	14,027	26,600
XIII	1,024	328	1,352
XIV	272	106	378
Total	344,290	331,913	676,203

pto

(c) Teacher Training Colleges.

Year	Arab			Hebrew			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	74	31	105	356	3129	3485	430	3160	3590
II&III	201	185	386	368	2621	2989	569	2806	3375
Total	275	216	491	724	5750	6474	999	5966	6965

(d) Academic Education: University etc.

	Men	Women	Total
Diploma	259	600	859
1st Degree	16,576	13,685	30,201
2nd Degree	4,827	2,258	7,085
3rd Degree	1,725	481	2,206
Total	23,387	17,024	40,411

(e) Vocational Education Courses.

Elementary Vocational Training	11,796
Higher Vocational Training	6,333
Total	18,129

2. Dropouts, Wastages, Repeaters.

Raw enrolment figures suggest the fall-off outlined below, for successive stages, but owing to the complex double influence of a growth in Arab Education and the influx of Jewish immigrant children it is impossible to interpret the figures in watertight compartments under Drop-outs, Wastages, and Repeaters. The statistics are further complicated by the co-existence of two educational systems: the old Pre-Reform System which is being progressively replaced by the new Reform System.

	Primary					Intermediate			Secondary		
	Pre-Reform Primary								Pre-Reform Secondary		
	Compulsory Education								//////////		
Stage	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
	100	100	100	100	100	100	100	100	74	59	46	37

Appendix E (continued)

3. Expansion of the System

State of Israel Founded - 1948

Level	1948	1960	1965	1970	1973
1. Enrolments					
Kindergarten	26,530	82,978	93,108	121,879	136,056
Primary	101,124	414,757	470,490	485,303	493,231
Intermediate	-	-	-	10,365	44,049
Secondary	10,232	66,348	121,948	158,286	170,801
Teacher TC	713	3,198	5,166	5,453	6,965
Higher Education	1,635	10,202	18,368	36,246	50,000
All Levels	140,817	580,202	711,274	824,432	918,702
% of Population	16%	27%	27%	27%	28%
2. Teaching Staff					
Kindergarten	992	2,544	2,860	3,988	4,597
Primary	4,323	18,077	21,253	27,250	29,967
Intermediate	-	-	-	961	5,095
Secondary	911	4,809	8,982	12,657	14,814
Teacher TC	213	738	1,245	1,068	1,446
Higher Education	293	1,531	2,628	5,977	7,315
All Levels	6,732	27,699	36,968	51,901	63,234
3. Institutions					
Kindergartens	719	2,128	2,534	3,412	4,016
Primary	512	1,640	1,632	1,738	1,778
Intermediate	-	-	-	36	155
Teacher TC	12	31	48	41	39
Higher Education	2	4	6	7	7
All Levels	1,244	4,163	4,776	5,813	6,565

4. Distribution and Control of Schools and Universities

a. % Pupils in Schools by Description: 1972-73

	Private	State Religious	State	Total
Primary	6.4	25.1	68.5	100%
Intermediate	0.6	29.2	70.2	100%
Secondary	4.0	22.7	73.3	100%
Teacher TC	11.0	25.4	63.6	100%

b. No of Institutions (Estimate)

	Private	State Religious	State	Total
Primary	114	446	1,218	1,778
Intermediate	1	40	115	155
Secondary	23	129	416	568
Teacher TC	4	10	25	39

c. Universities and Institutions of Higher Education

The seven Universities and Institutions of Higher Education are academically independent but like their counterparts in Britain are progressively dependent on State money for funds.

Appendix E (continued)

5. Branches of Study

Secondary Education

	No.	%
Academic	71,320	46.2
Vocational	65,050	42.2
Agricultural	7,252	4.5
Prep T.T.C.	3,179	2.0
T.T.C.	6,965	5.1
Total	153,766	100%

6. Branches of Study.

Higher Education

	No.	%
Judiasm & Humanities	12,442	30.8
Social Sciences	9,935	24.6
Law	2,098	5.2
Medicine	1,602	4.0
Science & Mathematics	6,360	15.7
Agriculture	742	1.8
Engineering	7,212	17.9
Total	40,411	100%

7. Public Examination Success Rate.

	1948	1960	1965	1970	1972
Matriculates (Bagrut)	802	3,558	8,539	11,043	11,859
Graduates (Incl.Dipl.)	193	1,237	2,491	5,566	7,487

8. Finance/Public Expenditure

(a) Expenditure on Education by Level: % G.N.P.

(IL Millions)

	1963	1967	1969	1970	1971
Kindergarten	19.4	48.3	59.9	63.9	72.1
Primary	114.9	223.5	271.0	282.4	381.5
Secondary etc	77.2	156.3	188.2	238.5	288.1
University etc	41.3	101.5	131.2	172.4	276.6
Total	252.8	529.6	650.3	757.2	1,009.3
Capital Expend.	70.3	166.1	176.5	260.5	269.3
Other Current Exp.	53.0	194.6	204.8	199.1	127.7
Grand Total	376.1	890.3	1,031.6	1,216.8	1,406.3
% of G.N.P.	3.4%	5.4%	5.4%	5.8%	6.0%

Appendix E (continued)

(b) Expenditure on Education by Sector and Source: 1971

(IL Millions)

Expenditure on	Govt.	Local Auth.	+Non Profit Institts.	Others	Total
Administration	31.9	7.3	-	-	39.2
Kindergarten	18.8	27.4	19.3	6.6	72.1
Elementary Sch.	272.7	67.8	41.0	-	381.5
Secondary Sch.	2.3	59.7	62.5	-	124.5
Vocat. & Agric. Sch.	23.7	18.8	103.3	17.9	163.7
Universities etc.	19.5	11.1	237.0	-	267.6
Yeshivot etc	-	-	26.7	-	26.7
Adult Education	5.8	2.1	-	0.7	8.6
Art, Music, Drama	-	2.0	-	20.0	22.0
Textbooks etc	-	-	-	31.1	31.1
Captial Expend.	35.3	94.6	139.4	-	269.3
*Loan Interest	-	29.5	18.3	-	47.8
Total	410.0	290.8	629.2	76.3	1,406.3
% of Total	29.3%	20.6%	44.8%	5.4%	100%

* not included in Total

+ Institutions funded by fees or voluntary organisations in Israel or abroad.

9. Teachers.

(a) Pupil:Teacher Ratio

Kindergarten	27.4:1
Primary	26.0:1
Intermediate	28.2:1
Secondary	27.1:1
Teacher T.C.	25.4:1

(b) Teacher Qualifications

Primary	91% Qualif.
Secondary	53% Grad.

(c) Teaching Staff by Sex

% Women

Arab Educ.	Hebrew Educ.	Whole System
39.2	69.9	66.7

(d) Teaching Staff by Levels

See Section 3.2

(e) Salaries

£1 = IL10

IL per month

(i) In Schools

	M.A.	B.A.	Qual.	Kind	Unqualified			
					AA	A+	A	B
Min.	1,251	1,173	955	937	839	782	767	735
Max.	1,980	1,844	1,736	1,660	1,660	1,458	1,426	1,403

(ii) In University

	Junior Lecturer	Lecturer	Senior Lecturer	Assistant Processor	Professor
Min.	1,448	1,561	1,955	2,292	2,279
Max.	1,759	1,912	2,542	2,980	3,636

Appendix E (continued)

10. Population: Growth

a. In Thousands

	1948	1950	1960	1965	1970	1971	1972
Jews	716.8	1,203.0	1,911.2	2,299.1	2,561.4	2,636.6	2,723.6
Arabs	155.9	167.1	239.2	299.3	440.0	458.5	476.9
Total	872.7	1,370.1	2,150.4	2,598.4	3,001.4	3,095.1	3,200.5

of which

In Thousands

Immigrants	101.8	170.3	24.5	30.7	36.8	41.9	55.9

b. Population by Sex and Age Group 1972

In Thousands

AGE GROUP	Male	Female	Total	%
0	43.2	41.1	84.3	2.6
1 - 4	161.2	153.0	314.2	9.8
5 - 9	173.6	163.8	337.4	10.5
10 - 14	162.2	154.3	316.5	9.9
15 - 19	160.9	151.9	312.8	9.8
20 - 24	155.7	149.3	305.0	9.5
Total	856.8	813.4	1,670.2	52.1
25 and over	752.8	777.5	1,530.3	47.9
Total	1,609.6	1,590.9	3,200.5	100

c. Distribution of Population: Urban and Rural

In Thousands

Type	Arab	Jew	Total	%
Urban	237.0	2,488.7	2,725.7	84.4
Rural	240.0	264.2	504.2	16.6
Total	477.0	2,752.9	3,229.9	100

d. % of Primary School Population by Birth Place of Father

Birth Place of Father	1962	1972
Israel	7.2%	11.9%
Asia-Africa	49.8%	61.2%
Europe-America	43.0%	26.9%

PART C: Everyman's University (EU), Israel (Ha'Universita Ha'Petucha)

1. Origins

47. The Israel Ministry of Education and Culture and the Council for Higher Education set up a Committee on Post-Secondary Education in May 1970. Amongst its recommendations it was suggested that an 'Open University' experimental programme be established. In early 1971 the Rothschild Foundation reached a similar conclusion. On 15 September 1972 the Schramm Commission (Professor Wilbur Schramm, then Director of the Institute for Communications Research at Stanford University; Professor David Hawkridge, Director of the Institute of Educational Technology at the UKOU; Mr. Harold Howe, Vice-President for Education and Research at the Ford Foundation) which had been set up as a study commission issued its final report "An Everyman's University for Israel". In August 1973 the Cabinet unanimously approved the establishment of the University, the authorisation from the Council for Higher Education came in October; and in April 1974 it was incorporated. In October 1976 the first cohort of students were enrolled.

2. Who For?

48. The University is intended initially to meet the needs of three categories:

a) members of those groups of Israel society who are socially and educationally disadvantaged (most of them are from communities that immigrated from North Africa and the Arab countries).

b) teachers whose qualifications needed improving

c) adult education for which there is little existing provision in Israel.

49. Entry is open in that no formal entry qualification is required. (Applicants are sent sample material of courses to help them decide whether they wish to enrol). Basic literacy is of course required and there are some preparatory courses for those who need them. The average age of students is 32.

50. For the first semester which started in October 1976, 15,000 applications were received of whom 2,800 were accepted. Of these 26% were teachers; 16% technicians; 6% were in the army, 37% of all students were women. About 70% of the registered students successfully completed their courses.

For the fourth semester (March 1978), 6,200 students were accepted. Distribution of students across the country is proportionately reasonably good.

3. What Courses?

51. Three programmes of study are available.

a) The Academic Degree Programme which provides a B.A. or B.Sc. There will be 50 courses available by 1979. The curriculum of the university is drawn up by the university itself and the course written either solely by internal course teams or with the help of external academic consultants. The courses fall into five categories: Mathematics, Exact Sciences, Life Sciences, Humanities and Social Science.

b) Adult Education courses in fields like public health; environmental studies; spoken Arabic and special interest courses. There are also special preparatory courses (pre-academic) in English, Physics and Maths. Students completing these courses can either go on to complete their Bagrut (Matriculation) examinations or could go on to an EU course.

c) Vocational courses that are planned in conjunction with the Ministry of Labour. The first of these is for electronic technicians. This course was developed on the basic curriculum provided by the Ministry of Labour which recognises the qualification given.

52. The medium of instruction is Hebrew. However, students, especially in the academic courses, are expected to have a working knowledge of English as many text books are not available in Hebrew.

4. What Media and Methods?

53. Each course runs for an 18 week semester. There are two such semesters in each year, one starting in October and the second in March. The bulk of the teaching is through correspondence materials which are produced at a high quality level in A4 format with many pictures and diagrams in an attractive layout.

54. Students are expected to complete assignments during the year. These form part of their continuous assessment and is taken into account for the final result after examination. The weighting varies between courses but it is approximately 60% examination, 40% continuous assessment. There are Computer Marked Assignments (CMA) and Tutor Marked Assignments (TMA). Extensive comments are returned to the student with the marked TMA and discussion is possible with tutors either at the study centres or by telephone.

55. Television programmes are available for 10 courses with 8 programmes each. About five hours per week is available on the country's single TV Channel but the times of transmission are not convenient for all students. Video cassettes of programmes are available and can be seen at study centres. Some programmes are specially produced either by the Centre for Educational Technology, with whom the University shares a building; or by the Instructional Television Centre, which is in the building next door. Many existing programmes from other sources are adapted (re-edited, translated etc.)

56. Radio programmes are essentially for enrichment and follow a more general broadcasting format. They are prepared by the academics in conjunction with a producer from the Israel Broadcasting Authority. At present transmission is limited to half an hour four times per week but this is being increased to one hour.

57. Audio Cassettes of radio programmes are available at study centres. Cassettes are also sent as part of the package of materials for some courses eg. English, Arabic, Maths, Electronics.

58. Home Experiment Kits are provided for use on science and technology courses and special teaching aids, including a mini-computer, are provided for students on mathematics courses.

59. Set books and other recommended reading as a compulsory component of course materials are always carefully considered as they can be very expensive, in short supply and in languages other than Hebrew. To overcome these problems sets of books are kept in Libraries at Study Centres; Libraries are prepared to expand their collections of books on special subjects; and some books have been translated.

60. There are 23 Study Centres throughout the country. Students are allocated to these according to course and where possible by the area in which the student lives. The part-time tutors, who usually have full-time academic posts in other institutions, provide face-to-face tuition, giving about five sessions per course. Sometimes day schools are held at the Centres as well. The Centres are usually based on existing academic institutions and facilities, such as laboratories for the science courses, and libraries, are used by the EU students.

5. Course Creation

61. The Academic Advisory Committee, which includes members of course teams, decides on the overall courses profile of the University. Proposals for courses are checked against this profile to see how well it fits the master plan. The courses can be proposed by central academics, or any other academic who has worked for the University. A final decision to proceed or not with a course is made by the President of the University.

62. Texts are written by central academics or by external consultants. At the first draft stage suggestions are made for improvement, re-writing, suitability etc. and these are then implemented by the text author. In some cases the material is dropped or the author possibly changed. A second draft is then sent to an external

expert for comment. These comments are then considered and incorporated into the text.

63. Discussion on the use of illustrations, graphics, and editing, will have been proceeding during the draft stages.

64. It is intended that Developmental Testing be carried out where possible but this will depend on the time available and the pressure to meet deadlines. So far very little developmental testing has taken place but feedback after actual student use is taken into account for any necessary corrections.

65. The final rewrite and editing of the text is carried out by the course assistant and editor. Language editing is important as Hebrew is not the first language of a number of the academics. Finally after editing by the central core Course Team and approval from the Director of Course Development, the text is sent for printing and goes through all the print production stages.

66. During first draft stage of the text discussions concerning other components of the teaching package are considered. If suitable television programmes are not available then plans are made to produce suitable ones. Similarly the need for radio programmes is considered as is the type, if necessary, of home experimental kits.

6. Course Production

66a. After the final draft of the printed text has been passed it is sent on to an outside printer. Liaison with the printer is carried out by the Publishing Office.

66b. Television programmes are either:-

- Bought and used as they stand. Usually a translated (to Hebrew) commentary is added.
- or are specially produced with the help of The Centre of Educational Technology or at the studios of the Instructional Television Centre.

66c. Radio programmes are made in conjunction with a producer from the Israel Broadcasting Authority.

66d. Home Study Kits are designed to meet the requirements of some courses and are assembled and maintained by a central unit of the University.

7. Course Distribution

67. A schedule is drawn up of mailings for student use of materials. This information is available to the student in his study guide. Each course usually has two mailings. The initial one deals with the first seven weeks work. The second instalment of the course fee becomes due by the end of the third week of the course, before students have finished working on the materials from the first mailing. This allows some overlap to cope with delays. Students do not receive the second batch of course material until payment has been received and credited to them.

68. Broadcasts, radio and TV, are transmitted at scheduled times. Video and audio cassettes of all programmes are available for viewing at selected Study Centres.

8. Student Admission, Registration and Records

69. Courses are advertised in the national press and through the wide distribution of handbills giving basic information about courses.

70. On enquiry, prospective students are sent a Course Handbook and Application Form. Entry is 'open' but students are told that it is advisable that they should have reached the academic equivalent of 11th grade (12th = 'A' level) for the Academic Degree Programme. Sample packages of course materials are available for a small fee or they can be viewed at Study Centres. A student registering for the first time is allowed to take one course at Level A, in subsequent semesters, he may take two or exceptionally three courses.

71. A student is not placed on computer file until registration is complete ie. application form correctly filled in and registration fee paid. The information from the application form which is placed on computer file consists of:

(a) Identification Number which becomes the Student Serial Number and is used subsequently to input all information concerning that particular student onto the computer file.

(b) Name, address, telephone number, age.

(c) Year came to Israel, country of birth, where father born.

(d) When did they last study, do they have matriculation (12th grade leaving certificate). If so what kind of certificate.

(e) Are they teachers, what kind, how long in teaching.

(f) Knowledge of Hebrew, English, reading, writing.

(g) Employment category (similar to OU categories).

(h) Kibbutz member or not.

(i) Reason for studying:

(i) Acquiring a vocation

(ii) Interest or hobby

(iii) Desire to change vocation

(iv) Improvement of prospects in present job

(v) Increase knowledge for present job

(j) Type of degree.

(k) Completed any preparatory courses.

(l) Study for degree or otherwise

(m) Study Centre preference

There is no limit on the number of students allowed to register for a course except for practical constraints ie. limited number of study kits (courses are allocated a budget) or no additional tutorial, study centre arrangements can be made.

72. Apart from the basic information from the application form there is also shown (a) the number of courses a student is registered for and information about the students status relating to each course by course code. There is also a special code number which indicates whether he has been allowed to repeat a course again; the date by which he must resit the exam or take the course again; whether he has been credited or not for a particular course; the study centre at which registered; the semester cycle in which studied. (b) Record of first and second payments for the course. (c) The reference number of the student's first application to the University. (d) The semester cycle when the student started. (e) Study kit - whether sent to student and whether returned. (f) A special code if a student is being paid for by another institution.

Any assessment information or detailed information on fee payments is not included on these two main files but is accessed separately by the Exams Section and Finance Section.

9. Student Support

73. Students are usually allocated to a Study Centre of their choice. There are 23 such centres scattered all over the country. Because of lack of facilities at some centres (eg. laboratory space) not all courses can be tutored at all centres. Where this is the case, or where there are insufficient students to make up a group, students are allocated to other centres. Groups vary in size depending on the nature of the course.

74. Study Centres are hired from the local municipality or institution. They vary considerably as to facilities but have as many resources as possible to help the student. They are open on certain days of the week at given times. The Library, which usually has most of the relevant course materials is opened an hour before tutorials begin to allow students to take out books and use reference books. Self-help groups are allowed to use centre premises by making the necessary prior arrangements. Broadcast cassettes are also available.

75. To enable students who are in need of personal tuition or who are unable to take advantage of Study Centre Tutorials there is a system of telephone tuition. The telephone system operates in two ways:

a) Telephone numbers for central academic staff on each course are made available, enabling students to obtain help with course material.

b) A list of tutors who can be contacted at specific dates and times is published in the Study Guide.

However students are encouraged to attend Study Centres and not to abuse the telephone service.

10. Assessment and Examination

76. The assessment model used is a combination of continuous assessment throughout the semester and examination at the end of the course. The weighting between the two components is 60% - exam, 40% - continuous assessment. However, this will vary from student to student according to how much

continuous assessment has been completed. Assignments will also vary in weight, but students are informed of this in the study guide. Students must do a minimum of 50% of the assignments set in order to be considered for credit. This can vary from course to course eg. Philosophy which by special permission stipulated that all 40% weight of assignments should be applied ie. 100% of assignments are necessary. Some courses have permission for the overall percentage weight of assignments to be 25% or 30% rather than 20%, (which is half of the 40% weighting). If students have met the specified requirement but not completed all assignments then the weighting placed on the examination will be higher to make up the 100% assessment. Using this method a student would have to score more than 50% on each component or 90% on the examination in order to gain 60% which is the overall pass mark required. Students are warned after the second payment has been received if they have not completed enough assignments to enable them to be awarded a credit.

77. There are usually between 8 and 10 assignments set for each course which can be differently weighted. The ratio between the number of Computer Marked Assignments (CMAs) and Tutor Marked Assignments (TMAs) tend to be approximately 6 CMA/4 TMA. It is recommended that 1 CMA is used per 2 text units and 1 TMA per 3 units. Some courses have compulsory assignments and students are not awarded a credit if these are not completed.

78. CMA's In the first mailing package students are sent an envelope showing the CMA card which they will use, together with instructions on how to fill in the CMA card. The student can keep this for reference and there are also instructions in the Course Guide which is sent at the same time. In the course calendar contained in the Course Guide, there is a date showing the time by which assignments must be returned. Late submission of assignments is allowed if evidence is produced eg. illness, army reserve service.

79. There can be delays of 5 or 6 weeks from time of submission before students are notified of CMA grades. This poor turnround time can seriously disadvantage students needing feedback on their performance as the courses only last 18 weeks.

80. As soon as the CMA cards have been scored for a particular assignment Item Analysis printouts are produced showing the pattern of student responses to each question. Copies of these are sent to the person in charge of the course to check through and where necessary a 're-score' is set in motion. Students are sent a revised grade letter together with an apology (computerised). Once the CMA cards have been scored a letter giving the students grade is produced and the answers to the CMA are sent at the same time.

81. TMA's There is sometimes a choice of questions within Tutor Marked Assignments and some are rather like projects. Students must complete TMA's by the date specified in the course calendar in the Course Guide of their particular course, and send them to their pre-allocated tutor. The tutor is asked to mark all TMA's within 2 weeks of the cut-off date and return the grading form giving the individual question scores, the overall grade for the assignment, and comments on the students piece of work and progress. The tutor retains a copy of this form and returns the other two parts to Examinations section,who send a copy of the form to the student and input the other to the computer so that the overall grade can be checked against the individual question grades and the grade finally recorded.

82. Students are provided with a special envelope for sending their scripts to the tutor who use this same envelope for despatching the script and grading forms to the centre. Mismatches between individual question grades and the overall grade are highlighted by the computer (these occur because tutors add up

incorrectly). When these errors occur the Examinations Section usually corrects the grading forms themselves and re-inputs the form for the grade to be finally recorded and a copy of the revised form is sent to the student showing his grade. The tutor is contacted if the Examinations Section cannot solve the problem. A computer produced letter showing the TMA grade is not produced, the TMA form is deemed enough. Late submission as above with CMA's.

83. A computer printout is produced showing the marks awarded by each tutor, giving the average for each tutor and the overall average. This is given to the person in charge and/or Academic for the particular course and also the Examinations Section examines these.

84. Monitoring. Each tutor's marking is monitored by taking a sample of his marking. For example one of his lower gradings (ie. under 59%), one in the middle range (60-79) and one of the highest (80-100). Copies of these are sent to the academic responsible for the course who assesses the marking and whether or not the tutor is giving the student helpful advice. If a tutor proves unsatisfactory he/she will not be invited to be a tutor for the following semester. Academics also attend Study Centres to see how tutors are performing.

85. Examination papers are prepared internally and approved by an academic from another University who acts as an external examiner. After approval the papers are passed to the Examinations section where they are typed under security. The exam papers are produced in house under strict security, according to a colour code to enable easy handling at the exam centres. Three exam papers are prepared for every course to allow for alternate examination days.

86. Students who have paid their second instalment are invited to the examination soon after payment has been made, those who have not yet completed the necessary 50% of assignments are warned that they will not be eligible for a credit unless they do so. Letters are sent after and the computer

calculates current total weight of those submitted to date. There is always time at this stage for the students to do extra assignments. Students are invited to attend the exam and are allocated to exam centres.

87. The marking of the exam papers is done by the central academic staff who, if necessary, invite tutors to assist them. Complete scripts are not marked by one person; each question is marked by a different academic, in order to achieve a balance to compensate for any leniency or severity which may occur. The examination scripts carry the students identification number, and not his name. The central academics are responsible for totalling the marks and giving the final score. Any script not having a total of over 50% is marked again by a different examiner. The final results are passed to the exams section who input the result to the computer. The same system is used as for the TMA's ie. individual question scores are given and then the overall score so that the computer can check for any errors in transcription or totalling.

88. Every course makes a straightforward addition up to a total of 100 marks. The exam score is then conflated with the continuous assessment score in the 60/40 - Exam/Continuous Assessment ratio (or the sliding ratio already described) and the student is informed of his exam score and final overall result. From students taking their exams to being sent their final result takes approximately 1½ weeks - marking taking little more than 3 days.

89. Statistics are produced after the marking is completed and it has been known to happen that a course has been entirely remarked. However, there is no formal check on standards across the three exam papers used at the end of any one semester, or a check against previous years results. No outside examiners are involved in the awarding of results and making a review of the course's assessment and student performance, and there

is no formal notification mechanism just as there is no way of highlighting 'mishaps' which may have occurred through the year which could affect students' performance; for example: late arrival of material, very poor tutors. The vetting of the examination papers by an external academic (Academic Advisory Committee) is seen as being adequate and more than the other universities do in the safeguarding of standards and fairness.

90. The Award of Credit. In some courses compulsory assignments are set which must have been attempted before a student will be credited for the course. The Biology and Science courses also have compulsory laboratory sessions and compulsory meetings/tutorials. In the case of these latter compulsory elements, students are allowed to fulfil the requirement in the following semester when taking another course. In the case of compulsory CMA's, and TMA's extra time is allowed for their completion but these cannot be left until the next semester.

91. The student is notified of the result of the examination by percentage score as well as the overall percentage score for the course. The credit certificate is sent separately.

11. Organisation and Administration

92. Approximately 190 full-time staff are employed at Everyman's. This includes approximately 15 academic staff, lecturer to senior lecturer; 70 'course assistants'; 30 typists and graphic artists; and the remainder administrative, data processing, library, audio visual etc. There are in addition, course writers on contracts and about 360 part-time tutors.

93. The University is managed by the President, Vice-President and three 'Directors/Managers' of specific areas:

a) Course Development;
b) Course Maintenance and Tuition;
c) Student Administration

Those responsible for production of written material and publishing report directly to the President; Media Services and Data Processing directly to the Vice-President.

There are also support services: Library, Personnel, Finance, Purchasing and Public Relations which report directly to the President. Data Processing, distribution printing services are all shared with the Centre for Educational Technology with which the University has very close links. They are housed in the same new building.

94. The Academic Advisory Committee concerns itself mainly with policy, with the development of a profile of courses and the maintaining of academic standards. This committee is not a governing or direct policy making body but acts in an advisory capacity. Sub-committees of this body represent each Field of Study.

12. Control

95. Academic Control of course materials, once the course has been approved by the Academic Advisory Committee and the President, lie with the Course Team and the Director of Course Development. Because of the large number of outside contributors it is important that this control is at a senior level and diplomatically handled.

96. Financial control is the responsibility of the President. The costs for the first seven years of Everyman's operation are being met by the Rothschild Foundation. After this period the University will need to receive money from the Government dealing with the Ministry of Education and the Israeli University Grants Committee.

97. Individual Course Teams do not have to make separate budget requests. The Director of Course Development bids for resources for a group of courses to the President and Head of Finance. Once this has been approved the budget is allocated to the different courses according to course need.

98. The policy and practice of a formative and summative evaluation of courses is still being considered. Present practice: a) each course module is reviewed by external consultants before being approved for printing in draft form. b) Each course is printed and read in draft form before being printed in its final version. There is still discussion in the University as to the relative benefits of formal or informal developmental evaluation with test students and formal summative evaluation with real students. There is no formal unit at present at EU dedicated to evaluation.

13. Resources

99. Staff: Approximately 190 full-time staff. (See para. 92). There are also about 360 part-time tutors.

100. Buildings, Equipment, Facilities. EU shares a building in the suburbs of North Tel-Aviv with the Centre for Educational Technology. The building was originally planned for CET but as the two organisations work closely together (and were initially financed by the Rothschild Foundation) there seemed to be no initial problems in adapting the building to accommodate both. Academic and administrative office space is available; library and reprographic facilities and large committee rooms. CET has a video outside broadcasting unit that has been used to produce programmes for EU. The Instructional Television Centre is built next to the CET/EU building but a fully satisfactory working relationship has not yet evolved. Tel-Aviv University, which has extensive university facilities (library, laboratories, sophisticated computer, fellow academics) is across the road.

101. Finances. As stated earlier the EU is being funded at present by the Rothschild Foundation.

a) Capital Investment (building, furniture, library etc.) about $ 1,900,000

b) 1977/78 level of annual current expenditure
about $ 4,500,000

c) For 1977/78 will be divided approximately as follows:

i)	Student or course related costs	about	31%
ii)	Overhead operating costs	"	12%
iii)	Course development and publication	"	57%
		Total	100%

d) Student fees are about $55 per course credit. (18 credits are required for a degree = $990).

The fees charged by EU come to about 60% of the fees of the other Israeli Universities.

14. Future Development

102. The major problem to be faced will be the matter of financing. The change from private to government funding will put fresh pressures on the developing institution. Secondly, the university will need to attract in greater numbers students from the under-privileged groups. Thirdly, the system of evaluation of teaching materials and performance will need to be developed.

103. Everyman's University is still referred to as a "pilot project". It has not yet received full accreditation from the Council of Higher Education and this means that the degree awarded has not yet been formally recognised. However it is unlikely that this recognition will be withheld and students eventually graduating will receive a duly accredited degree.

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APPENDICES

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Appendix A — Standardized reference data

Country, state or province	*Israel*
Area and climate	8,023 square miles (pre-1967). The 'territories': 26,476 square miles. Mediterranean to desert.
Population	
Total (latest year)	(1973) Jews 2,810,400, non-Jews 497,100, total 3,307,500.
Estimated population aged 18	Approximately 50,000.
Estimated percentage under 15	Under 18: 34 per cent (1973).
Current annual growth rate (percentage)	Jews: 3.2 (1973), non-Jews 4.3 (1973).
Government	
Main organizational structure	Unitary; single-chamber parliament.
Political type	Republic.
Economy	
Political type	Mixed public and private.
Gross national product	
Total (latest year)	£(I)37,500 million (U.S.$6,250 million) (1973).
Per head	£(I)11,340 (U.S.$1,890) (1973).
Average annual increase (percentage)	24.2 (1970–74).
Communications	
Ground/air	Adequate system of highways. Some intra-national air service, excellent international services.
Mail/telephone	Adequate postal services. Automatic dialling.

Open Learning

Broadcasting	
Main systems operating	One national television channel. Serving general and instructional television.
Principal authority(ies) responsible	1. Ministry of Education (Instructional Television). 2. Broadcasting Authority (semi-autonomous). 3. General Television (autonomous public body represented politically by Ministry of Education).
Radio	
Transmission coverage of main programme services with percentage of population reached	100.
Receiving capability for main programme services (percentage)	85.7 (based on radio licences, 1973).
Television	
Transmission coverage as defined for radio (percentage)	Almost 100.
Receiving capability for main programme services (percentage)	78.5 (based on television licences, 1973).
Monochrome or colour	Monochrome.
Education	
Type of system(s)	Religious and Jewish State schools.
Main authorities responsible and powers	
Elementary schools	Ministry of Education. Unified public control.
Secondary school level	Municipal and private but Ministry of Education sets unified examinations and gives scholarships liberally to cover school fees.
Teacher colleges	Ministry of Education.
Post-secondary	Council for Higher Education.
End of full-time school attendance	
Legal	14 years of age.
De facto	14 years of age.
Proportion of 18-year-old age group involved in education	
Full-time	45 per cent (25,028 in 1973).
Major developments in provision	
Over last five years	Reform of 1968–70 to provide 'Mixed system' of junior high and senior high schools until 1977.
Over next five years	New emphasis on under-privileged (Ministry of Education). Individualized instruction at elementary schools (CET) and at post-secondary level (EU). New impetus to adult education (EU).

Institution/system under study	*Everyman's University, Israel*
Brief for study and reason for inclusion	A recently established Open Learning institution. Unique private-to-public funding.
Description of subject studied	
Origins	Joint decision by Rothschild Foundation and Ministry of Education in 1971.
Educational authority(ies) and roles	Educational priorities subject to the approval of Minister of Education and Culture.
Communications authority(ies) and roles	Government will 'ensure' that the Instructional TV Trust shall 'co-operate with the University'. Because of high cost of television, EU will only make limited use of it.
Services provided	1. In-service teacher training. 2. 'Second-chance' secondary school completion and higher education. 3. Adult education.
Eligibility to study	
(a) categories	1. Teachers without academic degrees. 2. 'Disadvantaged' Oriental Jews and Arabs. 3. Other adults.
(b) qualifications	None; 'open entry'.
Terminal qualifications	B.A., B.Ed., or diploma.
Instructional means used	Yet to be determined, but probably multi-media, modular, 12-week courses, plus guided work groups and seminars.
Personal input from student	Yet to be determined. Norm: 10 hours per week.
Normal duration of study	18 courses required for bachelor degree. Teachers will be given credits for existing qualifications.
Pedagogical effectiveness	Evaluations will be carried out continuously. Until EU has its own evaluation, the Education School of Hebrew University will carry out the evaluations.
Numbers involved	
Student intake (latest year)	Between 1,500 and 2,500 in first year, 1976.
Academic staff	
Full-time	10 (March 1975).
Part-time	8 (March 1975).
Other professional staff	Secretary of the University Financial Controller.
Finance	
Recurrent expenditure (by providing authorities, latest year)	U.S.$1.1 million (1975).
Non-recurrent expenditure	U.S.$1.5 million (1973–76).

Open Learning

Special assistance received

Financial	The Rothschild Foundation has committed U.S.$5 million to the project, which will cost U.S.$8 million (at least) during first seven years. Actual costs likely to be much higher.
Non-financial	Extensive contact with other countries; Schramm Commission study and report.

Sources of further information

Max Rowe, The Rothschild Foundation, 14, Chemin Riev, 1208 Geneva (Switzerland).
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Appendix C — Biographical note

Dr Fred Nelson is Vice-President for Administrative Affairs at Nova University in Florida and a visiting fellow at the Open University, where he served two years as co-director of the Office of New Degree Programmes, a joint activity of the College Entrance Examination Board and the Educational Testing Service.

APPENDIX 2

Academic Courses in Operation and in Development

Mathematics

Courses in Operation

	Level	Operated for the 1st time in semester	
Selected Topics in Mathematics (Introduction)	A	01	(Oct. 76)
Infinitesimal Calculus I	A	03	(Oct. 77)
Differential and Integral Calculus for Science Students	A	02	(March 77)
Introduction to Statistics	A	04	(March 78)

Courses in Various Stages of Development

Linear Algebra	A
Selected Topics in Mathematics (II)	B
Infinitesimal Calculus (II)	B
The History of Differential and Integral Calculus	B

Natural Science and Life Science

Courses in Operation

Introduction to Natural Science (Physics and Chemistry)	A	01	(Oct. 76)
Introduction to Electronics and Electricity	A	04	(March 78)
Atoms, Molecules and Properties of Matter	B	03	(Oct. 77)
Introduction to Life Science	A	01	(Oct. 76)
Invertebrate Zoology	A	03	(Oct. 77)
Biochemistry: Proteins, Structure and Function	B	03	(Oct. 77)
Vegetation and Flora in Israel	A	04	(March 78)
English: Reading Comprehension for Science Students	A	02	(March 77)

Natural Science and Life Science (continued)

Courses in Operation	Level	Semester	
Introduction to Geology	A	01	(Oct. 76)
Philosophy of Science	B	02	(March 77)

Courses in Various Stages of Development

Introduction to Computers and Programming	A
Chapters in Modern Physics	
Symmetry	C
Pathways in Chemistry	A
Chemistry in Action	C
Genetics	B
Cell Biology	C
Biochemistry (II)	
Geology of Israel	B

Humanities and Social Sciences

Courses in Operation

	Level	Semester	
The Disappearance of the Traditional Hero in the Modern Novel	A	04	(March 78)
Introduction to Music Appreciation	A	04	(March 78)
Curriculum Planning	A	04	(March 78)
Introduction to Social Psychology	A	04	(March 78)
English: Reading Comprehension for Student of Humanities	A	03	(Oct. 77)

Humanities and Social Sciences (continued)

Courses in Various Stages of Development	Level
Selected Readings in the Hebrew Short Story	A
Introduction to Poetry	A
The Rebel in the 20th Century Literature	B
History of the Hebrew Language	A
Development of Israeli Drama	A
Classical Greece	A
Islam	A
The Rise of New States in Asia and Africa	B
Introduction to International Relations	B
Power and Weakness in International Relations	A
The Arab Middle East in the Modern Period	A
The Principles and Practices of Teaching Reading	A
Educational Psychology	A
School and the Underprivileged Pupil	B

Judaism

Courses in Operation	Level	Semester
Jerusalem to Yavne	A	01 (Oct. 76)
The World of the Sages	B	03 (Oct. 77)
Themes from the Talmud	A	04 (March 78)
Israel and the Diaspora in Ancient Times	A	04 (March 78)
The Jewish People at a Time of Change	B	04 (March 78)

Courses in Various Stages of Development	Level
Judges	A
The Renaissance of the Zionist Movement (1850-1917)	A
Jerusalem Throughout the Generations	B

Non-Academic Courses in Operation and in Development

Pre-Academic Courses

Courses in Operation

	Operated for the 1st time in semster	
Everyman's English (English course, secondary school level)		
part 1	03	(Oct. 77)
part 2	04	(March 78)
part 3	05	(Sept. 78)
Secondary Level Mathematics		
part 1	03	(Oct. 77)
part 2	04	(March 78)
part 3	05	(Sept. 78)

Continuing Education

Courses in Operation

Introduction to Computers	01	(Oct. 76)
Spoken Arabic	02	(March 77)
Man and His Environment	05	(Sept. 78)

Courses in Development

Current Social and Economic Problems in Israel

Vocational Courses

Courses in Operation

Electronics I		
part 1	01	(Oct. 76)
part 2	02	(March 77)
part 3	03	(Oct. 77)
part 4	04	(March 78)
Electronics II		
part 1	01	(Oct. 76)
part 2	02	(March 77)
part 3	03	(Oct. 77)
part 4	04	(March 78)

Vocational Courses (continued)

		Operated for the 1st time in semester	
Electricians			
	part 1		
	part 2		
	part 3	01	(Oct. 76)
	part 4	02	(March 77)
		03	(Oct. 77)
Courses in Development		04	(March 78)
Accounting			
	part 1		
	part 2		
Technical Drawing	part 1		
	part 2		

APPENDIX 4

Some Characteristics of the Student Population in the Academic Courses I

	Education of Students (in %)	1st Semester	2nd Semester	3rd Semester	4th Semester
1.	No secondary school	8.5	7.1	6.3	4.2
2.	9-12 years at high school (no certificate)	11.5	16.9	15.8	17.5
3.	High school	16.5	19.6	21.2	24.3
4.	1 year vocational school	3.7	3.0	2.9	2.4
5.	2-3 year vocational school	8.0	7.5	7.1	6.3
6.	4 years vocational school	5.9	5.7	5.0	4.3
7.	Over 4 years vocational school	1.6	1.2	1.1	0.7
8.	Junior engineer (Handesai)	6.7	6.6	6.7	5.6
9.	Teacher's certificate	19.7	13.8	14.9	13.7
10.	Bachelor's degree	3.0	3.5	3.6	4.1
11.	Master's degree	0.7	0.7	0.9	1.8
12.	Doctorate degree	0.2	0.2	0.4	0.3
13.	Other certificate or qualification	14.0	14.2	14.1	14.8

APPENDIX 5

Some Characteristics of the Student Population in the Academic Courses II

Occupation of Students (in %)	1st Semester	2nd Semester	3rd Semester	4th Semester
1. Administration/Management - Public sector	10.6	11.4	11.0	11.1
2. Administration/Management - Private sector	6.7	6.9	6.9	6.9
3. Military service	7.5	9.8	9.0	10.6
4. Teaching/Education	26.6	18.1	18.4	18.0
5. Health service	3.2	4.0	4.0	3.8
6. The Arts	0.5	0.7	1.2	1.1
7. Free occupations (Lawyers, Accountants)	2.7	2.3	2.2	2.4
8. Science/Engineering	1.0	1.1	1.2	1.4
9. Technology (Laboratories, Computers, etc.)	16.1	17.4	17.0	14.1
10. Industry/Construction worker	2.5	2.0	2.4	1.9
11. Technical service (Electrician, Machinist, etc.)	2.0	2.4	1.9	1.6
12. General service (Insurance, Transportation, etc.)	4.4	4.3	3.5	3.5
13. Agriculture	5.0	4.4	4.8	4.1
14. Housewife	4.9	6.3	6.8	6.6
15. Student (Elsewhere)	2.0	2.7	2.9	5.5
16. Not working	1.0	1.1	1.2	1.0
17. Other	3.3	5.1	5.6	6.4

APPENDIX 6

Some Characteristics of the Student Population in the Non-Academic Courses I

Education of Students (in %)		1st Semester	2nd Semester	3rd Semester	4th Semester
1.	No secondary school	6	5	6.3	7
2.	9-12 years at high school (no certificate)	23	22	27	25
3.	High school (with certificate)	13	17	12	12
4.	1 year vocational school	3	3	3	4
5.	2-3 years vocational school	18	11	11.4	11
6.	4 years vocational school	9	6	6	7
7.	Over 4 years vocational school	-	-	1	3
8.	Junior engineer (Handesai)	5	2	3	2
9.	Teacher's certificate	3	5	8	5
10.	Bachelor's degree	5	10	6	6
11.	Master's degree	1	4	2.3	3
12.	Doctor's degree	1	2	1	1
13.	Other certificate or qualification	13	13	13	14
	Total	100%	100%	100%	100%

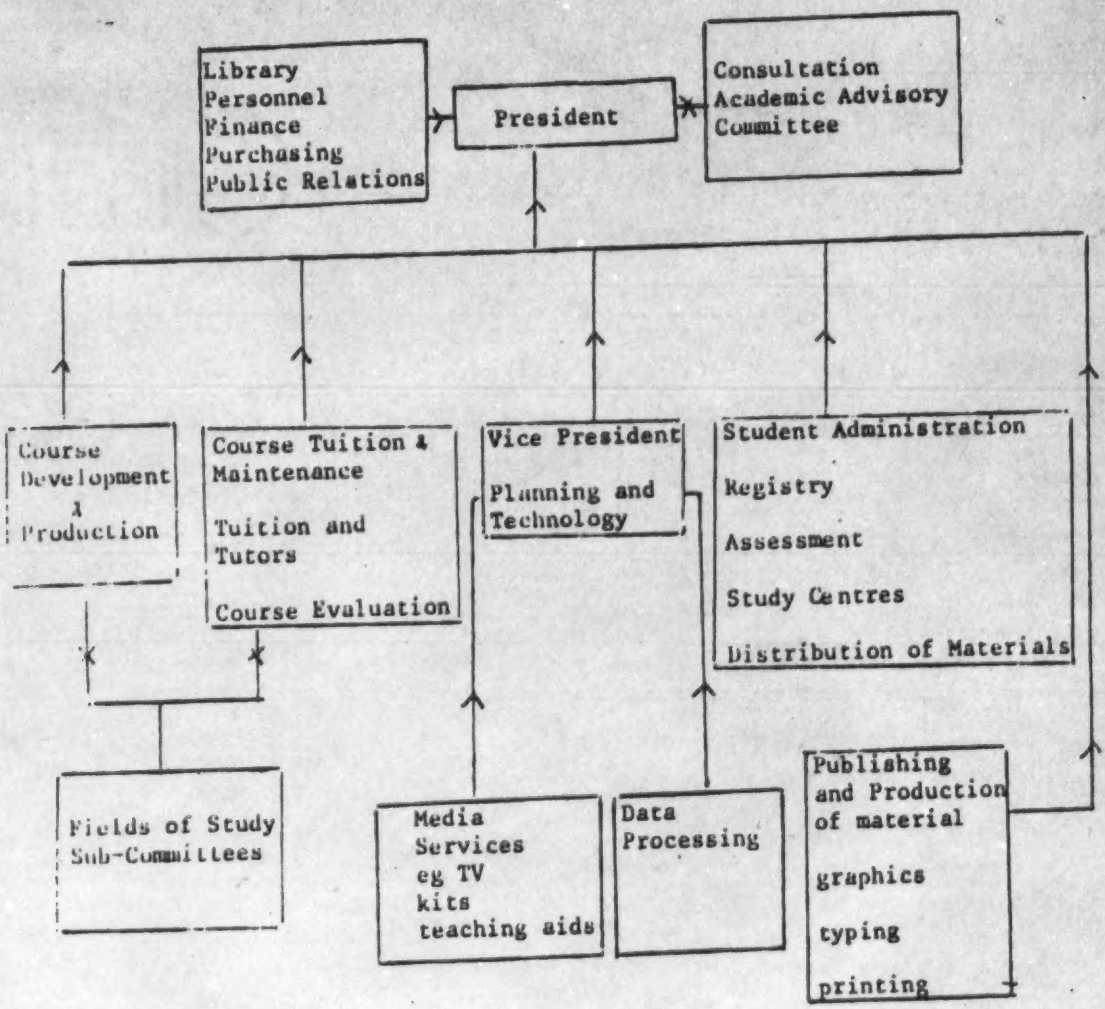
APPENDIX 7

Some Characteristics of the Student Population in the Non-Academic Courses II

Occupation of Students (in %)	1st Semester	2nd Semester	3rd Semester	4th Semester
1. Administration/Management - Public Sector	6	8	10	8
2. Administration/Management - Private Sector	6	10	7	6
3. Military service	8	7	8	10
4. Teaching/Education	4	8	11	9
5. Health service	1	2	4	3
6. The Arts	-	1	1	1
7. Free occupations (Lawyers, Accountants)	1	2	2	2
8. Science/Engineering	2	3	2	2
9. Technology (Laboratories, Computers, etc.)	20	13	11	11
10. Industry/Construction worker	6	5	4	5
11. Technical service (Electrician, Machinist, etc.)	13	8	7	10
12. General service (Insurance, Transportation, etc.)	4	5	4	4
13. Agriculture	3	7	5	5
14. Housewife	2	3	8	7
15. Student (Elsewhere)	5	3	5	5
16. Not working	1	2	1	1
17. Other	18	13	10	11
Total	100%	100%	100%	100%

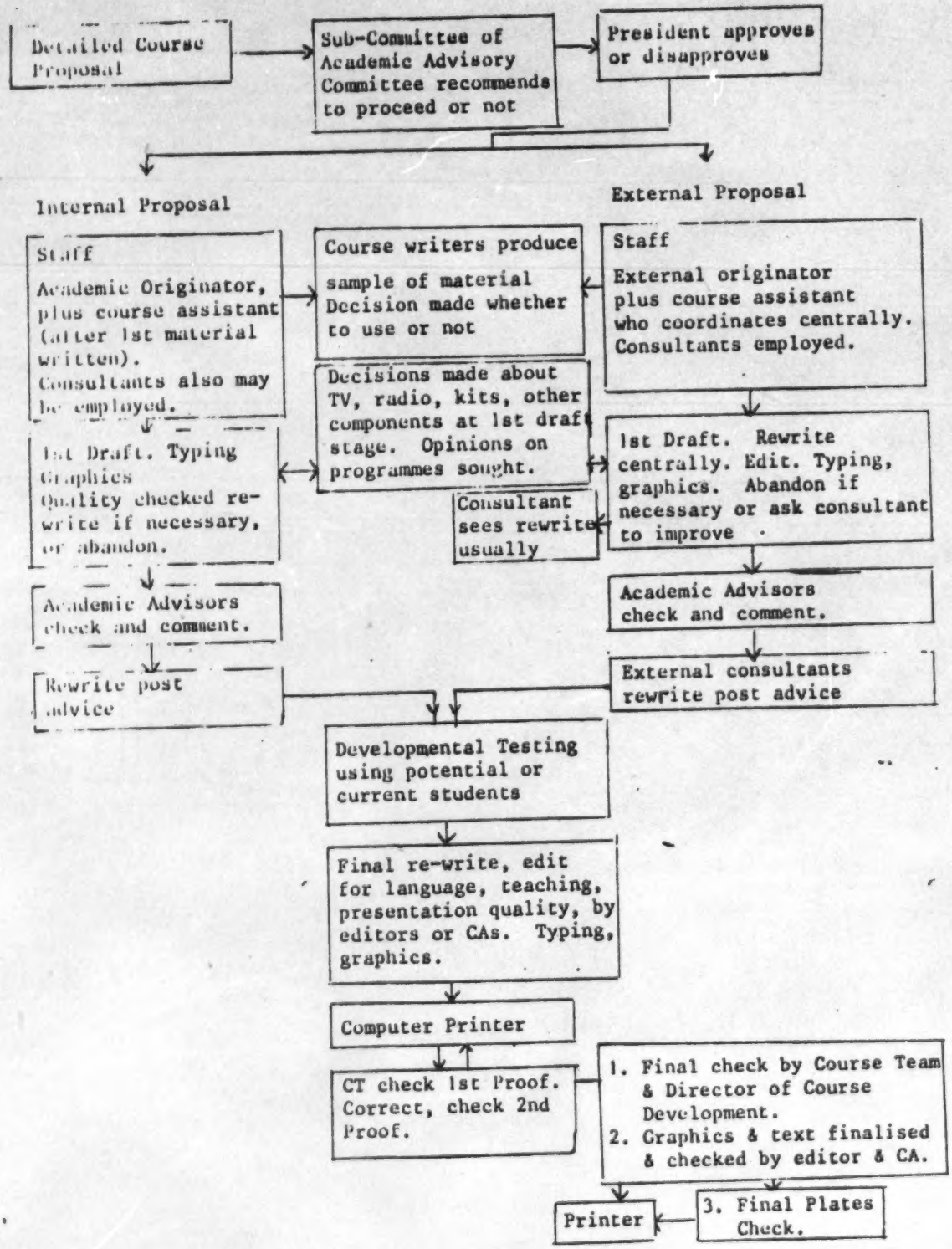
APPENDIX 8

STRUCTURE OF EU



APPENDIX 9

Stages of Course Development and Production


Detailed Course Proposal
Sub-Committee of Academic Advisory Committee recommends to proceed or not
President approves or disapproves
Internal Proposal
External Proposal
Staff
Academic Originator, plus course assistant (after 1st material written).
Consultants also may be employed.
Course writers produce sample of material
Decision made whether to use or not
Staff
External originator plus course assistant who coordinates centrally.
Consultants employed.
Decisions made about TV, radio, kits, other components at 1st draft stage. Opinions on programmes sought.
1st Draft. Typing
Graphics
Quality checked re-write if necessary, or abandon.
1st Draft. Rewrite centrally. Edit. Typing, graphics. Abandon if necessary or ask consultant to improve
Consultant sees rewrite usually
Academic Advisors check and comment.
Academic Advisors check and comment.
Rewrite post advice
External consultants rewrite post advice
Developmental Testing using potential or current students
Final re-write, edit for language, teaching, presentation quality, by editors or CAs. Typing, graphics.
Computer Printer
CT check 1st Proof. Correct, check 2nd Proof.
1. Final check by Course Team & Director of Course Development.
2. Graphics & text finalised & checked by editor & CA.
Printer
3. Final Plates Check.

STUDENT REGISTRATION FOR ACADEMIC COURSES PER SEMESTER

Courses	Number of Students			
	1st Semester Oct.77-Feb.78	2nd Semester March 78-July 78	3rd Semester Oct.78-Feb.79	4th Semester March 79-July 79
From Jerusalem to Yavne	655	701	735	257
Introduction to Natural Science (Physics and Chemistry)	338	313	322	225
Introduction to Life Science	448	532	428	340
Selected Topics in Mathematics (Introduction)	552	412	297	266
Introduction to Geology	206	281	165	47
Total Registration for 1st Semester	2199			
Differential and Integral Calculus for Science Students		594	439	423
English: Reading Comprehension for Science Students		323	266	168
Philosophy of Science		150	113	124
Total Registration for 2nd Semester		3306		
The World of the Sages			603	142
Invertebrate Zoology			187	104
Infinitesimal Calculus I			319	182
Atoms, Molecules and Properties of Matter			58	80
Biochemistry: Proteins, Structure and Function			116	90
English: Reading Comprehension for Students of Humanities			226	168
Total Registration for 3rd Semester			4274	
Themes from the Talmud				233
Israel and the Diaspora in Ancient Times				471
The Jewish People at a Time of Change				179
Introduction to Social Psychology				1130
The Disappearance of the Traditional Hero in the Modern Novel				213
Introduction to Music Appreciation				403
Curriculum Planning				140
Introduction to Statistics				380
Introduction to Electricity and Electronics				176
Vegetation and Flora in Israel				258
Total Registration for 4th Semester				6199

APPENDIX 11

Students Proceeding Through Semesters (Academic Program)

	1st Semester Enrollment	2nd Semester Enrollment	3rd Semester Enrollment	4th Semester Enrollment
Students proceeding from first semester	2199	1193 (54%)*	944 (43%)*	854 (39%)*
Students proceeding from second semester		2113	1436 (68%)**	1170 (55%)**
Students proceeding from third semester			1894	1301 (69%)***
Students proceeding from fourth semester				2874
Total	2199	3306	4274	6199

* Relative to number of students enrolled in the first semester.

** Relative to number of students enrolled for the first time in the 2nd semester.

*** Relative to number of students enrolled for the first time in the 3rd semester.

APPENDIX 12

Student Registration for Non-Academic Courses per Semester

Courses	Number of Students			
	1st Semester Oct.76-Feb.77	2nd Semester March 77-July 77	3rd Semester Oct. 77-Feb. 78	4th Semester March 78-July 78
Electronics I (Part I)	21t		204	-
Electronics II (Part I)	67			
Electricians (Part I)	63			192
Introduction to Computers	163			
Total Registration for 1st Semester	509			
Electronics I (Part II)		159		210
Electronics II (Part II)		56		
Electricians (Part II)		41		
Introduction to Computers		236	252	207
Chapters in Mathematics		99	68	
Spoken Arabic		272	280	264
Total Registration for 2nd Semester		863		
Electronics I (Part III)			121	
Electronics II (Part III)			49	
Electricians (Part III)			49	
Everyman's English (Part I)			760	198
Secondary Level Mathematics (Part I)			99	75
Total Registration for 3rd Semester			1882	
Electronics I (Part IV)				91
Electronics II (Part IV)				96
Electricians (Part IV)				45
Everyman's English (Part II)				339
Secondary Level Mathematics (Part II)				50
Total Registration for 4th Semester				1767